

COURSE OF STUDIES

(ELEMENTARY)

FOR THE USE OF THE

Sisters of St. Joseph

of Carondelet



Compiled July, 1910

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FIRST YEAR — FIRST GRADE

CATECHISM.

TEACH:—Sign of the Cross, Lord's Prayer, Hail Mary, Act of Contrition, Prayers before and after meals, Ejaculations, use and meaning of Holy Water, Genuflection, Short Biblical Stories of the Childhood of Christ and the Blessed Virgin Mary, instructions on God, Creation, Angels, Man, Sin, Christ's birth and death.

PRIMARY ARITHMETIC.

First Quarter:—Count, read and write numbers from 1 to 20, with and without use of objects. Teach meaning of addition, subtraction and signs +, —, =, table of U. S. money and dollar and cent signs.

Second Quarter:—Count, read and write numbers to 100. Teach meaning of $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ with objects, and $\frac{1}{2}$ of even numbers to 12. Drill in all combinations of 1 and 2 under the four rules to 20.

Third Quarter:—Exercise in Grube's method of treating numbers from 1 to 5. Use concrete work as much as possible. Teach table of 2's.

Fourth Quarter:—Drill on combinations of 2 under four rules from 2 to 24. Add columns of 0's, 1's, 2's, written alternately or irregularly. Review meaning of signs. Use concrete work. Table of Liquid Measure taught by means of objects, if possible. Roman Numerals to XX.

LANGUAGE.

First Quarter:—Names of objects in the schoolroom and those that they can see outside, using “a” or “an” with the name of each object seen. Use pictures on the chart in the same manner.

Second Quarter:—Use of nouns to denote one or more than one object. Use of numerals with the nouns, and as far as possible require pupils to ask and answer questions in correct sentences.

Third Quarter:—Review preceding work. Drill on meaning of singular and plural; how distinguished. Child’s name and address; the names of days in the week; capital letters at the beginning of sentences; use of period and interrogation point at the end of the sentence. Correct use of the Personal Pronouns: I, me, we, you, he, him, she, her, it, them, with the singular and plural verbs is, are, has, etc.

Fourth Quarter:—Review work of Third Quarter. Teach the use of abbreviations such as: Mr., Mrs., Dr., Rev., St. for street or saint.

Give frequent drills in homonyms: I—eye; be—bee; dear—deer; son—sun, etc.

Use and orthography of the same. Write short stories about objects in the room, or reproduce short stories read by the teacher.

N. B.—Language should follow Reading.

SPELLING.

First Quarter:—Teach to spell by sound and letter. At first exclusively by sound. Build words from letter or alphabet cards.

Second Quarter:—Continue to spell by sound and letter, naming the silent letters. Spell words from the daily lessons.

Third Quarter:—Continue to spell by sound and letter, naming the silent letters. Teach diacritical marks of the long and short sounds of vowels. Dictation of simple words and sentences.

Fourth Quarter:—Continue to spell by sound and letter. Use the words learned in sentences. Visualize spelling occasionally such as writing the word and giving time to see the writing, then erase and require same word to be written by the pupils.

READING.

Teach by the Word Method, Object Method and Phonic Method.

Train the ear to the sound of the word. Teach the short sound of the vowels. Lessons from blackboard and chart, so that the pupils may learn the letters; spelling; forming words; copying; reading script, as well as print; give frequent blackboard work.

For busy work use cards with letters, words or with single figures. Let pupils copy words from chart or blackboard, to build words, then sentences, as b-o-y, g-i-r-l, c-a-t, etc. I—am—a—good—boy, and I—see—the—girl, etc. Pupils regard it as a game and become familiar with letters and words. The same may be done with figures. Thus: $1+2=3$; $2+2=4$; $2-1=1$; $1-1=0$. If this be not feasible use some other method to keep pupils occupied.

Second Quarter:—First Reader begun. Continue the use of Phonics. Teach long sound of vowels and silent letters. Continue word and sentence building.

Third Quarter:—First Reader continued. Explain the meaning of words and the use of diacritical marks.

As supplementary work read the first chapters of the Catechism that have been learned orally.

Fourth Quarter:—First Reader completed. Continue use of Phonics and diacritical marks. Use the Catechism as supplementary work. Write memory gems on the blackboard, and let the pupils read and memorize them.

Thorough review of Grade work.

GEOGRAPHY.

Points of compass. Location. Boundaries of school.

WRITING.

Copy letters from blackboard, cards or books. Teach position of paper, body, arms, wrists and fingers. Correct method of holding pencil without making any mark on paper. Teach pupils to write parents' names and address.

DRAWING.

Augsburg's System, Book No. I.

OBJECT LESSONS.

Lessons given from objects in the room and pictures in the Reader.

SINGING.

Rote Singing. First Studies in Sight Singing.

NATURE STUDY.

External appearance, size, color, covering, food, habits and uses to man, of cat, dog, horse, cow, sheep, goat and pig. Conversational lessons on common flowers, leaves and plants.

PHYSICAL CULTURE.

Simple exercises given in the Manual.

SECOND YEAR — SECOND GRADE

CATECHISM.

Catechism must be used in this grade. The first six chapters are to be read beforehand, and the text explained by the teacher. Teach Apostles Creed, Confiteor, Acts of Faith, Hope and Charity, Duties of Children toward Parents, Manner of assisting at Holy Mass, Preparation for Confession. Continuation of short Bible Stories—The Creation, History of the Annunciation, Massacre of the Innocents.

ARITHMETIC.

First Quarter:—Review previous grade work. Table of 3's in four rules forward and backward. Count to 50 by 2's, beginning with 0; with 1; Count to 50 by 3's, beginning with 0; with 1; with 2; Subtract by 2's, beginning with 50; by 3's, beginning with 50. Minuend may be any of the ten figures, arranged in any order. Subtrahend used may be 0, 1, 2, 3, arranged in any order. Multiplicand, any of the ten figures, arranged in any order. Multiplier, any single figure to three. Divisor in the same manner. Remainder expressed fractionally. Time table of days: 60 sec. = 1 min., etc. Notation and numeration to thousands, inclusive Roman Numerals to XX. Use practical problems.

Second Quarter:—Treat table of 4's in the same manner as 3's in preceding quarter. Time table of week, month and year. Notation and Numeration to tens of thousands. Teach the fractions $\frac{1}{3}$ and $\frac{1}{4}$, with and without objects. Roman Notation to XL.

Third Quarter:—Treat table of 5's as in preceding quarters. Table of Long Measure, with objects: 12 in. = 1 ft., 3 ft. = 1 yd. Show on ruler 1 in., 1 ft., $\frac{1}{2}$ ft. = how many inches; $\frac{1}{4}$ ft. how many inches; $\frac{1}{6}$ ft., $\frac{1}{12}$ ft. Same for 1 yard, $\frac{1}{2}$ yd., $\frac{1}{3}$ yd. Notation and Numeration to hundreds of thousands. Use practical problems Roman Notation to L. Teach how to tell time from the clock.

Fourth Quarter:—Table of 6's as in preceding (grade) quarters. Give idea of fractions throughout $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, etc., according to table taught. Give thorough drill in all tables learned. Roman Notation to C. Review of grade work.

SPELLING.

The sounds of all letters should be learned. Phonics taught throughout the grade. Spelling from reader and words in common use. Frequent dictation of simple sentences. Diacritical marks, syllabication and definitions of simple words. Correction of words should be made, and the words re-written. Names of simple objects found in and around the home. Drill on the days of the week; names of streets in neighborhood of school, name of Pastor and Teacher.

READING.

Use one-fourth of Second Reader for each quarter. Continue the use of Phonics; diacritical marks. Exercise care so that pupils read with expression. At the end of each lesson or paragraph close books, require some pupils to reproduce lesson orally, others supplementing or filling in. Drill in sight reading. Teach meaning of words in lesson. Use supplementary reading when possible. Refer to Manual for further instruction regarding Reading.

LANGUAGE.

When so desired elementary text-books in Arithmetic and Language may be used in Second and Third Grades.

First Quarter:—Review work of First Grade. Have pupils find adjectives and adverbs in their reading lesson. Teach how to begin and end a letter to parents. Teach names of days; Use of capitals, I and O.

Second Quarter:—Teach the meaning of the verb. Give examples from lessons. Drill on the proper use of was and were. Continue simple homonyms. Correction of ungrammatical expressions.

Third Quarter:—Teach correct use of adjectives and adverbs in the comparative and superlative degrees. Names of months and seasons and abbreviations for each. Write short reproduction stories. Use short sentences with blanks for pupil to fill with correct word. Continue the use of simple homonyms, as blue—blew; bear—bare; here—hear. Dictation of Simple sentences.

Fourth Quarter:—Thorough review of the Grade Work. Teach composition in each quarter of the Grade.

GEOGRAPHY.

Teach the meaning of the words parallel and perpendicular and illustrate. Name streets that run parallel to those near the school. Relative direction of child's home, church, pastoral residence and public buildings from school.

WRITING.

Same as First Grade. Use pen and ink in this grade.

DRAWING.

Augsburg's System, Book No. II.

SINGING.

Introductory Music Chart Completed.

NATURE STUDY.

Domestic Fowl:—Hen, duck, goose, turkey and pigeon.

Birds:—Robin, sparrow, canary. Their appearance, shape, size, uses to man.

Common Plants:—Study as a whole, then their parts as leaves, flowers, etc.

PHYSICAL CULTURE.

Exercises according to the Manual adopted July 13, 1910.

THIRD YEAR — THIRD GRADE

CATECHISM.

Review the work of preceding grades, and teach the next six chapters. Teach the Memorare of the Blessed Virgin Mary and the Salve Regina; Instruct pupils how to use a prayer book at Mass; Explain pictures in the same; meaning of various parts of the Mass; Devotions and Feasts of the Church as they occur during the year. How to use the Rosary Beads, dwelling on the mysteries.

Bible Stories from the Old Testament; Garden of Paradise; First Sin; Cain and Abel; Deluge; Tower of Babel; Story of Joseph and his Brethren; Life of Christ at Nazareth; The First Disciples of Jesus Christ; Marriage at Cana; Driving the Buyers and Sellers from the Temple.

ARITHMETIC.

First Quarter:—Review of previous work. Table of 7's. Treat as in preceding grades. Notation and numeration through *seven* orders. Roman notation to 250 (CCL). Give *practical* problems in grade work.

Second Quarter:—Table of 8's. Treat as in preceding grades. Avoirdupois Weight. Notation and numeration of *eight* orders. Practical problems on the work of the grade. Roman notation to 500 (D).

Third Quarter:—Table of 9's. Treat as in preceding grades. Square Measure. Notation and numeration—*nine* orders. Exercises in rapid addition, subtraction, multiplication, division, using all the digits. Short division, divisor not to exceed 9. In long division, divisor not to exceed 25. Never allow a child to use long division when the divisor is a *single* figure. Practical examples in long and short division.

Fourth Quarter:—Table of 10's, 11's, 12's. Treat as previous tables. In short division, divisor to 12, inclusive. Notation and numeration to tenth order.

Table of Counting—12 units = 1 dozen.

12 dozen = 1 gross, etc.

Thorough review on all previous work.

SPELLING.

Continue use of Phonics, diacritical marks, syllabication and accent. Spelling words from the reader, names of fruits, vegetables, and staple groceries; names of the months, seasons, common trees, plants and flowers; names of studies so far used; parts of the body.

READING.

One-fourth of Third Reader for each quarter. Drill as in previous grade in expression and reproduction of lesson or paragraph. Drill in sight reading. Meaning of words in lesson. One short poem and memory gems to be learned each quarter. Classics as prescribed for grade.

LANGUAGE.

First Quarter:—Review work of preceding grades. Use of simple homonyms: See—sea, to—too—two, there—their.

In questions use different forms of *who*.

Letter writing; short description of objects.

Use of capitals and punctuation marks.

Second Quarter:—Conversational exercises. Write from memory some selections previously studied. Letter forms, paying particular attention to heading, salutation and closing. Picture study. Oral reproduction of narratives and simple descriptions.

Third Quarter:—Drill on sentences as to form and use. Contractions and abbreviations that occur frequently. Quotation marks. Use of who, which and that. Drill on forms of addressing envelopes. Use of capitals in titles of the Deity.

Fourth Quarter:—Thorough review of preceding grade work.

GEOGRAPHY.

Oral:—Lessons on home city. Its size, age, population, surface and surroundings; for what noted; business of the people; principal streets and public buildings named and located.

The State:—Extent, boundaries, surface, principal cities and towns; direction of each from pupils' own city; means of communication; principal rivers and natural curiosities located; productions named; principal lakes and islands, if any. Motions of the earth. Oceans. Grand Divisions.

Blackboard illustration should follow every step. Definitions of natural divisions, etc., to be learned as they occur.

NATURE STUDY.

Animals:—Mouse, rat, rabbit, squirrel, frog and toad. Their habits and uses.

Plants:—Common plants as to leaves, and their separate parts.

DRAWING.

Augsburg's System, Book No. III.

SINGING.

First Division. First Music Reader. Part I.

Second Division. First Music Reader. Part II.

PHYSICAL CULTURE.

According to Manual.

WRITING.

Palmer Method continued.

FOURTH YEAR — FOURTH GRADE

CATECHISM.

Review the work of preceding grades and teach chapters on the Sacraments. Explain the Way of the Cross.

Bible Stories:—Old Testament—Ten Commandments, Golden Calf, Institution of the Priesthood and great Hebrew feasts. New Testament—Our Lord heals the ruler's son. Preaches in the Synagogue; Sabbath day at Capharnaum; Miraculous draught of fishes.

Instruction:—The Angelus, Benediction of the Most Blessed Sacrament. Use of Sacramentals.

ARITHMETIC.

Text-book given in First Quarter. Grade work to fractions.

First Quarter:—Review preceding grade work. Problems in addition and subtraction.

Second Quarter:—Problems in multiplication, with review of preceding work.

Third Quarter:—Problems in division. Review four rules to Properties of Numbers.

Fourth Quarter:—Properties of Numbers. Give good foundation for Fractions.

Do not fail to give *daily* exercises in the four fundamental rules, so as to secure *accuracy* and *rapidity*. Upon this mainly depends the pupil's further progress. Give ample drill in con-

crete examples combining all the fundamental processes, and require explanation of the same. Definitions should be given of all terms used in the fundamental rules; as, abstract numbers, minuend, etc. Also complete tables of Denominate Numbers, except Circular Measure, Apothecaries' Weight and Miscellaneous Table. Notation and numeration reviewed and extended.

SPELLING.

Text-book given in first quarter of this grade. First fourth of text-book, giving one-fourth of this matter for each quarter. Continue use of diacritical marks, syllabication and accent. Spelling from reader. Care should be taken that pupils know how to spell the names of their studies. Attention to words found in the Catechism.

Teach the proper use of Dictionary.

READING.

Grade work. One-half of Fourth Reader. Take one-fourth of this matter for each quarter.

Supplementary reading and classics, as prescribed for the grade. Special attention to *expression*, *enunciation* and *emphasis*.

LANGUAGE.

Elementary text-book used in this grade.

Grade work to consist of one-half of the text-book, this to be divided into four parts, one part for each quarter.

First Quarter:—Drill thoroughly on the adjective and noun.

Second Quarter:—Second fourth of grade work. Teach the pronoun.

Third Quarter:—Third fourth of grade work. Teach the adverb.

Fourth Quarter:—Fourth part of grade work. Teach preposition, use of capitals, comma, period, interrogation point. Review work of grade.

Composition as outlined in the course.

GEOGRAPHY.

Text-book to be used by pupils.

First Quarter:—United States in outline.*

Second Quarter:—North and South America in outline.

Third Quarter:—Review of pupils' own State.

Fourth Quarter:—North America in detail. Read the descriptive parts carefully and fasten the more important points in the mind by frequent reviews. Map-drawing should accompany every step.

WRITING.

Palmer Method continued.

DRAWING.

Augsburg's System, Book No. IV.

SINGING.

First Division. First Music Reader. Part III.

Second Division. First Music Reader. Part IV.

* By "outline" is meant giving position of the country, its boundaries, principal capes, peninsulas and islands; surface, mountains, valleys and plains; principal rivers and lakes; climate, soil, people, products and occupations. By "detail" is meant, mentioning in addition to the above, the different political divisions, form of government, capital and principal city of each, and how located. The pupil should be able to mention seven or eight of the principal cities or towns of her own State, all rivers and lakes, of any note; map out the railroads the termini of which are in or near her own city, and locate the principal places along their routes.

NATURE STUDY.

Birds:—Swan, Ostrich, Eagle, Owl, Parrot, Woodpecker, Humming bird, Crow.

Characteristics, external appearance, habits, uses to Man.

Plants:—Study of local trees. Compare the trees studied as to size, shape, branches, bark.

PHYSICAL CULTURE.

Manual, work as outlined.

FIFTH YEAR — FIFTH GRADE

CATECHISM.

Catechism completed and reviewed. Instruction: On the Sacraments of Penance, Holy Eucharist and Confirmation, Litany of the Blessed Virgin.

BIBLE HISTORY.

Grade Work—The New Testament. One-fourth of the book for each quarter.

ARITHMETIC.

Grade Work—Fractions, Decimals and Denominate Numbers.

First Quarter:—Teach Reduction, Addition and Subtraction of Fractions.

Second Quarter:—Multiplication, Division of Fractions; Practical Problems and review of Fractions.

Third Quarter:—Decimals, Bills and Business Operations.

Fourth Quarter:—Denominate Numbers. Occasional drills in the four rules for rapidity and accuracy. Review of grade Work.

SPELLING.

Second fourth of text-book. Spelling from Catechism and Reader continued; Syllabication and Accent; Definitions; use of Dictionary.

READING.

Grade Work:—Second half of Fourth Reader. One-fourth of this matter to be taken each quarter. Supplementary

Reading and Classics as directed. For further instruction on Reading refer to our School Manual.

LANGUAGE.

Grade Work:—Second half of text-book. One-fourth to be taken each quarter.

First Quarter:—Teach the Verb.

Second Quarter:—Second fourth of grade work. Teach conjunction and interjection.

Third Quarter:—Third fourth of grade work. Teach participle. Continue punctuation.

Fourth Quarter:—Fourth division of grade work. Teach infinitive. Thorough review of grade work, punctuation and capitals. Careful attention to composition and letter-writing.

GEOGRAPHY.

First Quarter:—Home State—Position. Form. Size. Relief. Drainage. Climate. Soil. Vegetation. Animal Life. Mineral Wealth. Manufactures. Distribution of Population. Railroads. Canals.

Second Quarter:—Europe, Asia, Africa and Australia in outline.

Third Quarter:—New England States in detail.

Fourth Quarter:—Europe in detail. Map drawing. Thorough review of grade work.

WRITING.

Palmer Method continued.

DRAWING.

Augsburg's System, Book No. V.

SINGING.

First Division. Second Music Reader. Parts I and II.

Second Division. Second Music Reader. Parts III and IV.

NATURE STUDY.

Animals:—Turtle, Fly, Butterfly, Bee, Grasshopper. Appearance, habits, uses to Man.

Plants:—Fruits and Seeds. Distribution of Seeds. Leaves and their uses.

PHYSICAL CULTURE.

Manual, work as outlined.

SIXTH YEAR — SIXTH GRADE

CATECHISM.

Text-book as ordered by Pastor.

Bible History:—Old Testament—One-fourth of this matter to be taken each quarter.

Instruction:—Novenas, Necessity of Prayer, Forty Hours' Devotion, Litany of the Holy Name.

ARITHMETIC.

Grade Work:—Denominate Fractions, Practical Measurements, Metric System, Percentage, Profit and Loss, Discount, Commission, Stocks.

First Quarter:—Special attention to oral exercises. Review work of preceding grades. Denominate Fractions.

Second Quarter:—Practical Measurements, Metric System.

Third Quarter:—Percentage. Review of preceding work.

Fourth Quarter:—Profit and Loss, Discount, Commission, Stocks. Review of grade work.

SPELLING.

Grade Work:—Third fourth of text-book. One-fourth of this matter for each quarter. Spelling from Reader; Dictation exercises; Definitions. Uses of words in sentences. *Use Dictionary*.

READING.

Fifth Reader.

Grade Work:—First half of book. One-fourth of this

matter for each quarter. Supplementary reading and Classics for critical study as prescribed for this grade. For further instructions in Reading consult our School Manual.

GRAMMAR.

Grade Work:—Grammar to Irregular Verb.

First Quarter:—Complete study of the Noun and its Properties. Parsing and analysis according to grade.

Second Quarter:—Complete study of adjective and adverb, with parsing of noun, adjective and adverb.

Third Quarter:—Thorough study of Pronoun. Parsing of Noun, Adjective, Pronoun and Adverb.

Fourth Quarter:—Thorough study of Verb. Parsing and analysis throughout grade.

Exercises in composition are to be frequently given and critically studied.

GEOGRAPHY.

First Quarter:—New England States in detail.

Second Quarter:—Southern States in detail.

Third Quarter:—Lake and Central States in detail.

The given outline will prove very suggestive for the study of the above, but the teacher should remember that *emphasis* should be placed on topics from *VII. to XV.* rather than from *I. to VII.*

OUTLINE.

I. POSITION.

- (1) Relative.
- (2) Absolute.

II. FORM.

1. *Relative.*
2. *Actual.*
 - (a) As shown by map.
 - (b) Indentations.
 - (c) Prolongations.
3. *Continental Shelf.*

III. SIZE.

1. *Relative.*

- (a) Compared with other continents.
- (b) In relation to oceans.
- (c) What part of the whole earth.

2. *Actual.*

- (a) Extreme breadth and length of time it takes to make the journey.
- (b) Extreme length and length of time it takes to make the journey.
- (c) Number of square miles.

IV. RELIEF.

1. *Highlands, including plateaus.*

- (a) Position.
- (b) Extent.
- (c) Average elevation.
- (d) General character.
 - (1) Broken, with numerous peaks and passes, or
 - (2) Continuous, with few peaks and passes.
 - (3) Structure, mountain folds or blocks.
 - (4) Chief passes.
- (e) Arrangement.
 - (1) Parallel ranges.
 - (2) Cross ranges.

2. *Relation of the highlands to the great continental slopes, great drainage systems, interior basins, and the nature of coast lines.*

3. *Lowlands.*

- (a) Position.
- (b) Extent.
- (c) Structure.
- (d) Kinds.
 - (1) Rolling plains.
 - (2) Coast plains.
 - (3) Flood plains.
 - (4) Delta plains.

V. CLIMATE.

1. *Temperature as controlled by:*
 - (a) Position.
 - (b) Relief.
2. *Winds and rainfall.*
 - (a) Prevailing winds and calm belts to be expected from position.
 - (b) Winds actually prevailing.
 - (c) Influence of highlands upon winds and rainfalls.
 - (d) Influence of winds upon the ocean currents and of the currents upon the winds which cross them.
 - (e) Location of rainless areas and the reasons therefor.

VI. DRAINAGE.

Note—As a result of the present relief and climatic conditions a certain drainage system has been established. Care should be taken, however, to fix clearly in the minds of the students the fact that a much more ancient relief, now vanished, established drainage conditions in the past, and that these in turn shaped the relief features of the present.

- (a) Chief rivers and their relation to the land farms, which they have been instrumental in creating.
- (b) Lakes.
 - (1) Fresh.
 - (2) Salt.

VII. SOIL.

1. *That which has been formed in place.*
2. *That which has been transported.*

VIII. ZONES OF VEGETATION AS DEPENDENT UPON:

1. *Temperature as determined by latitude, altitude, proximity to large bodies of water, and influence of ocean currents.*
2. *Rainfall.*
3. *Character of the soil.*

IX. ZONES OF WASTE AS DEPENDENT UPON:

1. *Lack of moisture.*
2. *Altitude.*
3. *Latitude.*
4. *For much moisture.*
 - (a) *Swamp.*
 - (b) *Jungle.*
 - (c) *Bad lands.*
5. *Poor Soil.*

X. DISTRIBUTION OF ANIMAL LIFE.

XI. DISTRIBUTION OF MINERAL RESOURCES.

XII. DISTRIBUTION OF POPULATION AS DEPENDENT UPON
POSSIBILITIES OF OCCUPATION.

Note—Here should be considered the division of labor, resulting from the conditions outlined under VII., VIII., IX., X., XI. above, and the great industrial regions which have grown up in consequence of these conditions. There should also be considered the relation of industry to:

1. *Resources.*
2. *Supply and demand.*
3. *Commercial advantages.*

XIII. DEVELOPMENT AND LOCATION OF CENTERS OF POPULATION AS SHOWING THE NEEDS OF PEOPLE FOR:

1. *Commercial centers.*
2. *Manufacturing centers.*
3. *Government.*

XIV. DEVELOPMENT OF COMMERCIAL AND TRADE ROUTES
RESULTING FROM THE ATTEMPT OF PEOPLE TO
OBTAIN THE PRODUCTS AND PATRONAGE OF
THE OTHER PEOPLE OF THE WORLD.

1. *Natural conditions which aid commercial undertakings.*
 - (a) Extensive coast line and good harbors.
 - (b) River systems.
 - (c) Open country, with no barriers, so that canals or railways may be easily constructed.
2. *The routes which have been established and the chief commercial cities.*
3. *The commodities which are transported.*
4. *The influence of physical conditions upon 2 and 3 above.*

XV. POLITICAL DIVISIONS.

XVI. THE GOVERNMENT.

The work of the sixth year includes Europe, North America, the United States and the child's own State.

UNITED STATES HISTORY.

Elementary History:—One-fourth for each quarter.

WRITING.

Palmer Method continued.

DRAWING.

Augsburg's System, Book No. VI.

SINGING.

First Division. Third Music Reader. Parts I. and II.
Second Division. Third Music Reader. Parts III. and
IV.

NATURE STUDY.

Animals and plants as found in the Geography of grade
work.

PHYSICAL CULTURE.

Manual, work as outlined.

SEVENTH YEAR — SEVENTH GRADE

CATECHISM.

Text-book as ordered by Pastor.

Bible History:—The Israelites in Egypt, Plagues of Egypt, Commandments, Ingratitude of the Israelites, Saul and David, David and Absalom, Solomon.

Instruction:—On Feasts and Fasts of the Church, Precepts of the Church, Lent, Advent, Necessity of preparation for Confession and Communion.

ARITHMETIC.

Grade Work:—Duties, Insurance, Taxes, Interest, Bank Discount, Partial Payments, Equation of Payments, Domestic Exchange, Ratio and Proportion, Partnership, Involution, Evolution, Square Root.

First Quarter:—Duties, Insurance, Taxes, Interest to Promissory Notes.

Second Quarter:—Promissory Notes, Partial Payments, Discount, Compound Interest, Equation of Payments, Domestic Exchange.

Third Quarter:—Ratio and Proportion, Partative Proportion.

Fourth Quarter:—Partnership, Involution, Evolution, Square Root. Review of Grade Work.

SPELLING.

Last fourth of text-book. Take one-fourth of this matter for each quarter. Spelling from reader and classics. Study Roots, Prefixes and Suffixes. Synonyms.

READING.

Fifth Reader completed. One-fourth of the matter for each quarter. Critical study of the prescribed classics and short poems taken from reader. For further instructions on Reading consult our School Manual.

GRAMMAR.

First Quarter:—Irregular verbs and order of parsing the same, rules of syntax. Parsing of noun, adjective, pronoun and verb.

Second Quarter:—Complete study of adverb, preposition, conjunction, interjection, with rules of syntax for the same. Parsing continued.

Third Quarter:—Classification of sentences according to form and use. Elements of sentences, subordinate, co-ordinate, independent. Word, phrase and clause elements. Their use and arrangement.

Fourth Quarter:—Complex and Compound elements. Classification of phrases and clauses. Analysis and parsing of simple, complex and compound sentences. Review of grade work. Continue exercises in composition, especially in letter-writing.

GEOGRAPHY.

Grade Work:—Review the United States and its possessions. Alaska, the Western Continent and Asia in detail. Routes of travel and means of transportation. Commercial relations of the United States with the other countries of the world.

First Quarter:—Follow the outline given in the Sixth Grade. Discuss the United States and its possessions—Alaska in detail.

Second Quarter:—Asia in detail.

Third Quarter:—Routes of travel between the United States and other countries. Means of transportation.

Fourth Quarter:—Commercial relations of the United States with the countries of the world.

UNITED STATES HISTORY.

History should be correlated with Geography throughout the course.

Grade Work:—One-half of text-book. One-fourth of this matter for each quarter. Study biographical sketches as the subjects occur in history. Topic method is recommended.

WRITING.

Palmer Method continued.

DRAWING.

Augsburg's System, Book No. VII.

SINGING.

First Division. Fourth Music Reader. Parts I. and II.

Second Division. Fourth Music Reader. Parts III. and IV.

NATURE STUDY.

Physiology:—Text-book may be used if desired.

PHYSICAL CULTURE.

Work as outlined in Manual.

EIGHTH GRADE — EIGHTH YEAR

CATECHISM.

Text-book as ordered by the Pastor.

Explanation and Instruction on the Commandments of God, Holy Week Ceremonies, Vespers and other Devotions not of obligation. Seven Deadly Sins. Scapulars. How to answer the Litany of the Saints.

ARITHMETIC.

Grade Work:—From Cube Root to the end of the book and review.

First Quarter:—Review Square and Cube Root, Mensuration, Review Problems.

Second Quarter:—Review text-book to beginning of Sixth Grade.

Third Quarter:—Review Sixth and Seventh Grade work.

Fourth Quarter:—Review to the end of book. In this grade Algebra may be studied in third and fourth quarters, two lessons weekly.

SPELLING.

Select words from daily lessons. Give frequent exercises in dictation. Criticise composition as to spelling, punctuation, synonyms. Continue study of Roots, Prefixes and Suffixes.

READING.

Critical study of Classics assigned and other selections, at the discretion of teacher. For further instructions on Reading consult our School Manual.

GRAMMAR.

Grade Work :—Grammar completed and reviewed.

First Quarter :—Review work of preceding grade. Continue the study of analysis and parsing.

Second Quarter :—Critical study of rules of Syntax.

Third Quarter :—Prosody.

Fourth Quarter :—Punctuation and review. Greater attention should be given to Composition Work in this grade than in the preceding ones.

UNITED STATES HISTORY.

Grade Work :—Second half of History, taking one-third of this matter for each of the first three quarters. Correlate History with Geography.

Continue study of biographical sketches as subjects occur in text. Complete review of text-book in the fourth quarter.

The Topical Method is recommended in teaching History.

CIVIL GOVERNMENT.

Teacher will divide book so as to complete it in three or four quarters, whichever is more convenient.

The subject may be studied in conjunction with United States History.

WRITING.

Palmer Method completed.

Diplomas are to be secured in this grade.

DRAWING.

Augsburg's System, Book No. VIII.

SINGING.

First Division. Fifth Music Reader. Parts I. and II.

Second Division. Fifth Music Reader. Parts III. and IV.

NATURE STUDY.

Physiology as in preceding grade.

PHYSICAL CULTURE.

Manual, work as outlined.

MISCELLANEOUS.

Each teacher will give at least one lesson a week on Nature Study, either following some Manual or selecting subject-matter from one of the many excellent School Journals.

A special lesson in politeness should be given weekly. The instruction period may be used for this purpose. Each teacher should consult our School Manual for special instructions as to manner of teaching the subjects named in the Course of Studies.

The *Manual* referred to under Physical Culture Topic is Physical Exercises by Bertha Louise Colburn.

The *Polite Pupil* by Brothers of Mary, Dayton, Ohio, is highly recommended.

Augsburg's Drawing:—Shorter Course is used in the greater number of our schools.

Special attention should be given to Oral Arithmetic in all the grades.

SINGING.

FOR UNGRADED SCHOOLS.

The First Music Reader of the New Educational Music Course is eminently practical for use in ungraded schools. While the songs are childlike they are attractive to pupils of all ages, and the amount of music study covered, is enough to give a fair knowledge of the simplest elements of the subjects, without discouraging pupils who are in school but a short time.

GRADED SCHOOLS, INTRODUCING MUSIC.

Where Music is introduced into all grades simultaneously, the review work in the several readers of the New Educational Music Course makes it possible to partially grade the music from the outset. In such cases it is suggested that in the beginning the Teacher's edition for Elementary Grades be the basis of study in grades one, two and three; the First Music Reader in grades four, five and six; and the Second Music Reader in grades seven and eight. As the work progresses the upper books of the series may be introduced into the higher grades and gradually allowed to take their proper places.

Composition Plan for Elementary Schools.

Note.—The success of oral composition depends upon the teacher's choice of the subject, as well as upon her manner of telling or reading. Care should be taken not to make conversations exhaustive. The child's interest is an index of the time that should be devoted to the lesson.

Oral work should consist of Conversation and Reproduction. In formal composition lesson the latter should be as nearly literal as possible. The story for reproduction in composition should contain no difficulty of thought. By literal reproduction children receive training in the use of language and in sentence structure.

Conversations and oral reproductions should be so planned that once a week there will appear a lesson in each of the following groups:

1. Personal experience.
2. Ethical ideas.
3. Nature study.
4. Reading.
5. Other lessons.

Conversations should consist of:

1. Statements in answer to suggestive questions.
2. Questions from pupils to teacher and to one another.

Conversation Topics:

1. Nature study of grade.
2. Pictures.
3. Playthings.

4. Games.
5. Pets.
6. Outings.
7. Occupations.
8. Food.
9. Cleanliness.
10. Manners.
11. Physical training, obeying definite orders, forming definite orders.
12. Reading lessons.

GRADE 1 B.

Oral only.

Drill on incorrect expressions. At least one lesson a week, in which questions are so formed that the child must use such expressions in his answer. Beginnings of sentence structure.

GRADE 2 A.

I. ORAL.

1. *Conversations.* Teacher should definitely plan work so that some lessons will be devoted to *Describing*, some to *Explaining*, some to *Telling*, or *Narrating*.

Narration of:

- (a) Personal experience.

Description of:

- (a) Pets.
- (b) Playthings.
- (c) Pictures.
- (d) Objects in nature study lessons.

Exposition of:

- (a) How to set a table (doing simple things).
- (b) How to spin a top (playing games).
- (c) How to clean the teeth (cleanliness).
- (d) How to pass a person (manners).

2. *Reproduction.*

Stories should include :

- (a) Nature stories.
- (b) Bible stories.
- (c) Fairy tales.

II. WRITTEN.

Pupil's own address : First month from copy only.
Then introduce writing from memory, as soon as child can undertake it.

Copying sentences : Very short. Familiar words only.

Embody :

- (a) Facts gained from oral work.
- (b) Ethical teachings.
- (c) Facts to be memorized occasionally.
- (d) Copying sentence is the new point of the grade. One exercise kept each week. One sentence only in each exercise.

GRADE 2 B.

I. ORAL.

- 1. *Conversation.*
- 2. *Reproduction.* Add to kind of stories to be told (d) Fable.

II. WRITTEN.

- 1. *Copying sentences.* As in lower grades.
- 2. *Dictation.* One sentence only.
- 3. *Punctuation.* Sentence dictated should contain no punctuation marks, a rational explanation of which is beyond the child's comprehension. For this grade limit work to :
 - (a) End of statement.
 - (b) End of question.
 - (c) End of abbreviation (in addresses).
 - (d) Word broken at end of line.

Capitals for :

- (a) First word of sentence.
- (b) First word of line of poetry.
- (c) Proper names of persons and places. If other marks are absolutely needed, children should be told where and how to place them.

PLAN OF WRITTEN WORK.

First Month.

Week.

Work.

- (a) Copied sentence: descriptive.
- (b) Copied sentence: narrative.
- (c) Copied sentence: ethical.
- (d) Dictated sentence: one already used for copy.

Second Month.

- (a) Copied sentence explaining something.
- (b) Dictated sentence: one written from copy.
- (c) Copied sentence: descriptive.
- (d) Dictated sentence: new, not written before from copy.

Third Month.

- (a) Copied sentence: nature study.
- (b) Dictated sentence: narrative.
- (c) Copied sentence: ethical.
- (d) Dictated sentence: descriptive.

Fourth Month.

- (a) Dictated sentence: reading.
- (b) Dictated sentence: other lessons.
- (c) Copied sentence: exposition.
- (d) Dictated sentence: ethical.

Fifth Month.

- (a) Dictated sentence: description.
- (b) Copied sentence: reading.
- (c) Dictated sentence: nature study.
- (d) Dictated sentence: narrative.

GRADE 3 A.

Notes.—Teacher should select paragraphs for dictation with great care. Children should study, never memorize, for then the exercise is not dictation, but writing from memory; teacher dictates in such a way as to call for alertness on pupil's part.

Each paragraph, whether copied, dictated or original, should be limited to three sentences. Subject-matter should be based upon oral work, taken from readers, memory gems, or songs.

I. ORAL WORK.

1. *Drill, on incorrect expressions.*

Give models, involving use of IS and ARE, WAS and WERE, HAS and HAVE. Sentences not to contain more than about six words. Give any extra time to correction of typical errors.

2. *Conversations.*

- (a) Statements from questions and directions. Careful to see that each statement has subject and predicate.
- (b) Narration, Description, Exposition: Work in EACH of three kinds of composition every week.

3. *Reproduction.*

- (a) Nature stories.
- (b) Fables.
- (c) Bible stories.
- (d) Fairy stories. (Insist on sequence of events.)

II. WRITTEN WORK.

1. *Analysis of grade work.*

- (a) Copied sentence—reviewed.
- (b) Dictated sentence—reviewed.
- (c) Original sentence (new to grade).
- (d) Letter—new; should include ONLY copying of short models of FRIENDLY form.
- (e) Paragraph: copied; dictated; constructed. (New to grade.)
- (f) Stanza: copied; dictated. (New to grade.)

III. SUBJECT MATTER.

1. *Narration.*

- (a) Personal experiences.
- (b) Fairy stories.
- (c) Bible stories.
- (d) Picture story (imaginative).
- (e) Story with ethical teaching.

2. *Description.*

- (a) Nature study.
- (b) Pictures.
- (c) Playthings.
- (d) Pets.
- (e) Simple, familiar objects.

3. *Exposition.*

- (a) Games.
- (b) Occupations.
- (c) Manners.
- (d) Ethics.

PLAN OF WRITTEN WORK.

First Month.

- | Week. | Work. |
|-------|-------------------------|
| | (a) Copied sentence. |
| | (b) Copied paragraph. |
| | (c) Dictated sentence. |
| | (d) Dictated paragraph. |

Second Month.

- (a) Copied letter.
- (b) Dictated paragraph.
- (c) Original sentence, constructed from question or direction.
- (d) Original sentence.

Third Month.

- (a) Copied stanza.
- (b) Dictated paragraph.
- (c) Original sentence, as before, or in effect to build model paragraph by co-operation.
- (d) Copied letter.

Fourth Month.

- (a) Copied paragraph.
- (b) Dictated paragraph.
- (c) Original sentence.
- (d) Original paragraph, two sentences only, constructed with teacher ; strict attention to unity.

Fifth Month.

- (a) Copied letter.
- (b) Original paragraph, as before.
- (c) Copied stanza.
- (d) Original paragraph, as before.

GRADE 3 B.

Notes.—Correction of written composition should be made in class, teacher and children working together. The object sought should be to give definite ideas in regard to the corrections. These latter should be confined to one or two classes of errors in either the matter or form. Thus, lay stress on choice of words or clearness of statement; or, again, on the misapplication of words or mistakes in point of fact, etc.

Limit written work to one paragraph of not more than four sentences.

Original sentences and paragraphs should be constructed in class, with the teacher's help and supervision.

I. ORAL WORK.

1. *Drills in Correct Expression.*

- (a) Forms of DO, SEE, COME, GO.
- (b) Plurals of nouns.

II. WRITTEN WORK.

1. *Analysis of Requirements.*

- (a) Letter from dictation.
- ##### 2. *Subject Matter.*
- (a) Impersonation.

PLAN OF WRITTEN WORK.

First Month.

Week.

Work.

- (a) Copying model letter, friendly.
- (b) Copied sentence, a model.
- (c) Dictated sentence, same as copied model or similar.
- (d) Original sentence, like model.

Second Month.

- (a) Copying model letter.
- (b) Dictated letter.
- (c) Copied paragraph, model.
- (d) Dictated paragraph, model.

Third Month.

- (a) Original paragraph, like model.
- (b) Copied stanza.
- (c) Copied letter.
- (d) Dictated.

Fourth Month.

- (a) Copied sentence, new model.
- (b) Dictated sentences, like new model in (a).
- (c) Original sentence, like new model in (a).
- (d) Dictated stanza.

Fifth Month.

- (a) Copied paragraph, new model.
- (b) Dictated paragraph, like new model.
- (c) Original paragraph, like new model in (a).
- (d) Dictated stanza.

GRADE 4 A.

Notes.—The plan of written work given here represents pieces of completed work required every week. All drafts to be kept.

Method of Correction.—As a general rule children should correct from class instruction. No entire composition to be recopied, except when children have failed to grasp the point of the lesson or exercise has been very badly done by the entire class. Selected portions of composition containing errors criticised in class, may be re-written.

Written work limited to two paragraphs, containing a maximum of about sixty words.

Paragraphs should be made from topical outlines (constructed by teacher and class working together) based upon outline made of previously studied model. One exercise in composition work should be given every day, even if the work be not saved. Special attention to sequence of paragraphs.

I. ORAL WORK. Exercise every day.

1. *Subject Matter.*

- (a) Reproduction of silent reading.

II. WRITTEN WORK.

1. *Analysis of grade work.*

- (a) Letters and envelopes: Informal and social, with simple business correspondence. May include school notes of various kinds. New work of grade under this heading is *original*. Letters should be done by imitation of models and should include exercises in addressing envelopes.
- (b) Reproduction: Bible stories, legends, fables, silent reading.
- (c) Composition: New point in grade work. Should be done in imitation of models. Subject-matter to be so chosen that three kinds of composition are represented: i. e., narration, description, exposition.
- (d) Dictation: Also Exercises in copying and writing from memory. Prose and poetry. Should illustrate rules for punctuation and capitals demanded in this grade.
- (e) Sentence Structure: New, as a set written exercise. Includes:
1. Drill on correct forms of irregular verbs and plurals of nouns.
 2. Study of simple declarative sentence.

PLAN OF WORK.

First Month.

Week.	Form.	Matter.
(a)	Copied letter, model.	Friendly Correspondence.
(b)	Original letter, model.	Friendly Correspondence.
(c)	Reproduction.	Bible story or fable.
(d)	Dictation.	Poetry.

Second Month.

(a)	Model composition, studied and copied.	Narration.
(b)	Original composition, like model.	Narration.
(c)	Reproduction.	Silent reading.
(d)	Dictation.	Prose, ethical.

Third Month.

(a)	Model letter, studied, then copied, dictated or reproduced.	Friendly Correspondence.
(b)	Original letter, like model.	Friendly Correspondence.
(c)	Sentence structure.	Drill on irregular verbs.
(d)	Dictation.	Poetry.

Fourth Month.

(a)	Model composition.	Exposition.
(b)	Original composition, like model.	Exposition.
(c)	Reproduction.	Silent reading.
(d)	Copy from print.	Prose.

Fifth Month.

(a)	Model letter.	School note.
(b)	Original letter.	School note.
(c)	Sentence structure.	Drill on plurals.
(d)	Dictation.	

GRADE 4 B.

Notes.—Limit work to two paragraphs, except in fifth month, when three may be used, aggregating about seventy-five words. All work called for as written should first be treated orally. Special attention to construction of outlines.

I. ORAL WORK.

- (a) Composition: Similar to model studied, from outline, before writing.

II. WRITTEN WORK.

1. *Analysis of Grade Work.*

- (a) Letters and envelopes.
- (b) Reproduction: (See 4 A). Add:
 - 1. Historical anecdotes.
- (c) Composition: (See 4 A).
- (d) Dictation: (See 4 A).
- (e) Sentence structure: (See 4 A). Add:
 - 1. Special attention to incorrect expressions.
 - 2. Possessive forms of nouns and pronouns.
 - 3. Use of irregular verbs.
 - 4. Comparative and superlative forms of adjectives.

PLAN OF WORK.

First Month.

Week.	Form.	Matter.
(a)	Model letter, studied, then copied.	Friendly correspondence, dictated or reproduced.
(b)	Original letter, like model.	Friendly correspondence.
(c)	Reproduction.	Historical anecdotes.

Second Month.

- | | |
|---------------------------|---|
| (a) Sentence structure. | Drill on the use of <i>May</i> ,
<i>Can</i> , <i>Shall</i> and <i>Will</i> . |
| (b) Dictation. | Prose. |
| (c) Model composition. | Exposition, studied, outlined.
How to play some game. |
| (d) Original composition. | Bible story. |

Third Month.

- | | |
|----------------------------------|-----------------|
| (a) Model letter. | School note. |
| (b) Original letter, like model. | School note. |
| (c) Dictation. | Poetry. |
| (d) Reproduction. | Silent reading. |

Fourth Month.

- | | |
|--|---|
| (a) Model composition,
studied, outlined. | Description. |
| (b) Original composition, like
model, from outline. | Description. |
| (c) Sentence structure. Re-
view of type forms. | Comparative and superlative
degrees of adjectives. |
| (d) Copying from print, or
dictation. | |

Fifth Month.

- | | |
|--|--------------------------|
| (a) Model letter, containing
description. | Friendly correspondence. |
| (b) Original letter, like model. | Friendly correspondence. |
| (c) Model composition. | Narration. |
| (d) Original composition, like
model. | Narration. |

GRADE 5 A.

I. NOTES AND ORAL WORK.

See previous grade. No technical work on principles of paragraphing to be taken.

II. WRITTEN WORK.

1. *Analysis of grade work.*

- (a) Letters and envelopes. (4 A.)
- (b) Reproduction. (4 B.)
- (c) Composition. Special attention to class room correction. Three paragraphs at most, probably two.
- (d) Invention exercises: Limited in length.
 - 1. Expand short story.
 - 2. Tell story suggestive by picture.
 - 3. Relate imaginary autobiography.
- (e) Dictation.
- (f) Sentence structure: Longer and more difficult.

Pupils should be trained to correct their own compositions.

PLAN OF WORK.

First Month.

Week.	Form.	Matter.
(a)	Model letter.	Careful attention to important details of structure: e. g., heading, salutation, body (paragraphs), conclusion, signature and superscription on the envelope.
(b)	Original letter, like model.	Special attention to parts of letter.
(c)	Invention exercise.	Expand short story.
	Suggestion: From picture, reading lesson, stanza of poetry.	

Second Month.

- | | |
|---|---|
| (a) Dictation. | Poetry. |
| (b) Model composition, studied, outlined. | Description of object, scene, or picture. |
| (c) Original composition, like model. | Description of object, scene, or picture. |
| (d) Invention. | Tell story suggested by picture. |
- Proceed as follows: Short anonymous composition. Teacher write one. All put in receptacle.

Third Month.

- | | |
|----------------|---|
| (a) Invention. | Correction of leading errors in preceding exercise. |
|----------------|---|
- Suggestion: Each child draw story from receptacle. Work of grade in sentence structure should be applied and drilled.
- | | |
|---------------------------|-------------|
| (b) Dictation. | Poetry. |
| (c) Model composition. | Exposition. |
| (d) Original, like model. | Exposition. |

Fourth Month.

- | | |
|----------------|---|
| (a) Invention. | Class motto, or other quotation or proverb. |
|----------------|---|
- Suggestion: Have an abundance of oral work, then condense and classify statements made by children.
- | | |
|----------------------------------|---|
| (b) Model letter. | Informal note of invitation. |
| (c) Original letter, like model. | Informal note of invitation. |
| (d) Invention. | Children to tell in oral work some item of interest, something done, some anecdote, etc. Child come to class with slip of paper on which is written topic on which he or she is to talk. After talking, write. Teacher hear a number read, then collect papers. Later each pupil write on any subject he or she has liked particularly. |

Fifth Month.

- | | |
|---------------------------|---|
| (a) Reproduction. | Historical anecdote. |
| (b) Dictation. | Stanza written from memory
or dictation. |
| (c) Model composition. | Narration. |
| (d) Original, like model. | Narration. |

GRADE 5 B.

Notes.—Work identical with 5 A, except sentence structure, which now becomes grammar and should be separately planned and have separate time allotted to it. Grammar is therefore left out of consideration in planning composition work of this grade. It should, however, be applied in every correction exercise.

But one lesson has been planned for each week, thus allowing ample time for correction of errors in second lesson of week, and for oral composition.

PLAN OF WORK.

First Month.

Week.	Form.	Matter.
(a)	Model letter.	Informal note.
(b)	Original, like model.	Informal note.
(c)	Invention.	Imaginative autobiography; acorn, rose, fern, etc.
(d)	Dictation.	Prose.

Second Month.

- | | | |
|-----|--------------------------------------|----------------------|
| (a) | Model composition. | Exposition. |
| (b) | Original composition, like
model. | Exposition. |
| (c) | Reproduction. | Historical anecdote. |
| (d) | Dictation. | Poetry. |

Third Month.

- | | |
|-------------------------|--|
| (a) Invention. | Story suggested by picture; same picture for all, but individual copies if small. (See geographies, histories, readers.) |
| (b) Model letter. | Informal note. |
| (c) Letter, like model. | Informal note. |
| (d) Reproduction. | Short story from readers. |

Fourth Month.

- | | |
|------------------------------|--|
| (a) Model composition. | Description of person. |
| (b) Composition, like model. | Description of familiar person, not <i>class teacher</i> . Do not name. See if children can give name. |
| (c) Dictation. | Prose or writing stanza from memory. |
| (d) Invention. | Expand short story. |

Fifth Month.

- | | |
|-------------------------|-----------------------------------|
| (a) Model letter. | Friendly, containing description. |
| (b) Letter, like model. | Friendly, containing description. |
| (c) Dictation. | Poetry. |
| (d) Reproduction. | Short story from reader. |

GRADE 6 A.

Notes.—Read carefully notes of all preceding grades. Utmost limit of any one piece of work three paragraphs.

I. ORAL WORK. As in preceding grades. Add:

- (a) Reports.
1. News items.
 2. Library books.
 3. Excursions.

II. WRITTEN WORK.

1. *Analysis of grade work.*

- (a) As in preceding grades. Add:
- (b) Principles of paragraphing.
 1. Unity; i. e., one topic for each paragraph.
 2. Topic sentence; i. e., first sentence of each paragraph should name or indicate topic.

PLAN OF WORK.

First Month.

Week.	Form.	Matter.
(a)	Model letter, dictated.	School note.
(b)	Letter, like model.	School note.
(c)	Invention.	Picture study. (See 5 B.) To explain meaning of picture is really exposition; story suggested by picture in narration.
(d)	Reproduction.	Historical anecdote. (American.)

Second Month.

(a)	Model composition.	Exposition: How to make something.
	Study paragraph structure as class makes outline.	
(b)	Composition, like model.	Exposition: How to make something.
(c)	Invention.	Imaginative autobiography.
(d)	Dictation.	Stanza or written from memory.

Third Month.

(a)	Model letter.	Friendly request.
(b)	Letter, like model.	Friendly request.
(c)	Invention.	Class motto or other proverb.
(d)	Dialogue: Model studied, quotation marks.	The Fox and the Crow. The Pin and Needle. The Cricket and the Ant.

Fourth Month.

- (a) Dialogue, like model. Results of oral work gathered into written composition.
- (b) Model composition. Historical narrative that involves a dialogue.

Fifth Month.

- (a) Dictation. Poetry.
- (b) Invention. Expand into story or description: "We heard the bells."
Bells of all kinds can be talked of.
- (c) Model composition. Description.
- (d) Composition, like model. Description.

GRADE 6 B.

First Month.

Special attention to be given to:

- (a) Unity of paragraph.
- (b) Topic sentence.

Unity of sentence should be well drilled and reviewed.

Week.

Work.

- (a) Study and outline of model. Oral work. Description of a person; common types, as conductor, policeman, shop-girl, stenographer, etc.

1. Appearance.
2. Dress.
3. Personality. (Favorable) (Unfavorable).
4. Seen frequently.

- (b) Composition, like model: written.

- (c) 1. Study and outline of model letter.
2. Letter, like model.

- (d) Invention: similar to methods explained in 6 A. Let it involve description.

Second Month.

Special attention :

- (a) Unity of paragraph.
- (b) Complete statements.
- (c) Choice of verbs.
- (d) Possessive forms: when to use.

Week.

Work.

- (a) Invention: diary of a day, 7 a. m. to 8 p. m. Drill on use of synonyms—verbs.
- (b) Invention: dialogues. Conversation between two inanimate objects—something new and something old.
- (c) Study of principles of paragraph. Separate paragraphs written on given topics. Object: unity of paragraph and topic sentence.
- (d) Biography of class author: narration. Model studied; one like model written.

Third Month.

Special attention :

- (a) Use of "one" (in exposition) rather than "you."
- (b) Modifiers to be placed as near as possible to the word modified.
- (c) Principles of paragraphing, as before.

Week.

Work.

- (a) Exposition: directions for reaching any given locality or place; St. Louis Cathedral, Calvary, Shaw's Garden, Post Office, etc. Model studied and outlined: Oral.
- (b) Exposition: written, like model.
- (c) Model letter: invitation and acceptance or regret, informal note.
- (d) Letter, like model.

Fourth Month.

Special attention :

- (a) Unity of paragraph.
- (b) Choice of words.
- (c) General versus specific statements.

Week.

Work.

- (a) Model studied: description of visit.
- (b) Letter, like model. Child to tell what he saw. Specific statements.
- (c) Memory selection, either prose or poetry; studied as model is studied and outlined.
- (d) Paraphrase of memory selection written.

Fifth Month.

Special attention:

- (a) Topic sentence.
- (b) Choice of words.
- (c) Pronouns: personal and relative; antecedents.

Week.

Work.

- (a) Study of sentence: topic sentence and careful drill on unity of sentence. Change general to specific statements. News items will form good subject-matter.
- (b) Model description: studied and outlined. Description of picture.
- (c) Description: written, in imitation of model.
Raphael's Picture of St. Michael Slaying the Dragon. The Nativity. The Angelus, by Millet. A landscape, etc., or other scenes with which the pupils are familiar.
(The Perry pictures are recommended for this work.)
- (d) Reports: definite statements in answer to suggestive questions. Library books form good subject-matter.

GRADE 7 A.

Notes.—Report on home reading should be made orally, and should include accounts of current events gathered from newspapers or magazines.

Make narrative composition the special point of grade in kinds of composition.

The point for *Special Attention* in each month should be drilled in the correction exercises and in oral work.

Course of study calls for two lessons per week in composition. The present plan provides for work for one lesson, thus leaving plenty of time for correction, etc.

First Month.

Special attention :

- (a) Unity of sentence.
- (b) Unity of paragraph.

Week.

Work.

- (a) Model: exposition.
- (b) Exercises, like model.
- (c) Model letter.
- (d) Exercises, like model.

Second Month.

Special attention :

- (a) Structure of sentence.
 - 1. Position of modifiers.
 - 2. Pronouns must have antecedents.
- (b) Unity of paragraph.

Week.

Work.

- (a) Model: description.
- (b) Exercises, like model.
- (c) Model: narration.
- (d) Exercises, like model.

Third Month.

Special attention :

- (a) Topic sentence.
- (b) Variety of beginning sentence, from study of model sentence.

Week.

Work.

- (a) Model: letter.
- (b) Exercises, like model.
- (c) Model: narration, dialogue.
- (d) Exercises, like model.

Fourth Month.

Special attention :

- (a) Words—general and specific.
- (b) Statements—General and specific.
- (c) Variety of beginning sentence, especially for use as topic sentence.

Week.

Work.

- (a) Model: description.
- (b) Exercises, like model.
- (c) Model: narration.
- (d) Exercises, like model.

Fifth Month.

Special attention :

Same points as in previous months, with special attention to weaknesses of class.

Week.

Work.

- (a) Model: letter.
- (b) Exercises, like model.
- (c) Study of paragraphing.
- (d) Letter: describe a Birthday party, A Day's outing, or some feature of school work.

GRADE 7 B.

Note.—Make descriptive composition the object of special drill.

First Month.

Special attention :

- (a) Unity of paragraph.
- (b) Topic sentence.
- (c) Variety in beginning sentences.

Week.

Work.

- (a) Model: exposition.
- (b) Exercises, like model.
- (c) Model: business letter.
- (d) Exercises, like model: application for employment.

Second Month.

Special attention :

- (a) Choice of verbs.
- (b) Tense of verbs.

Week.

Work.

- (a) Model: description.
- (b) Exercises, like model.
- (c) Model: letter.
- (d) Exercises, like model.

Third Month.

Special attention :

- (a) Sentence structure.
 - 1. Position of modifiers.
 - 2. Agreement of tenses.
 - 3. Pronouns and their antecedents.

Week.

Work.

- (a) Model: description.
- (b) Exercises, like model.
- (c) Model: business letter.
- (d) Exercises, like model.

Fourth Month.

Special attention :

- (a) Specific and general statements.
- (b) Specific and general words.
- (c) Choice of words, particularly verbs.
- (d) Principles of paragraphing.

Week.

Work.

- (a) Model: description.
- (b) Exercises, like model.
- (c) Model letter and one exercise like model: narration.
- (d) Model letter and one exercise like model: description.

Fifth Month.

Special attention :

(See fifth month 7 A.)

Week.

Work.

- (a) Model: description.
- (b) Exercises, like model.
- (c) Model: exposition.
- (d) Exercises, like model, or business letter in imitation of previously studied model.

GRADE 8 A.

Note.—This course of study calls for reports on home reading as part of the written work. These reports should include reading of library books, magazines, newspapers, etc. For isolated paragraphs in several subjects no better subject-matter can be found. Instead of making reports into form of an entire composition, let the report be a paragraph. When the teacher is teaching topic sentences, let her give the topic on which the child is to report: for example, reasons for liking or disliking the book, or opinions on the characters mentioned in the book.

First Month.

Special attention:

- (a) Clearness.
- (b) Unity: sentence and paragraph.
- (c) Choice of words.

Write isolated paragraphs on several subjects. For sake of drill always begin paragraph with topic sentence. Use of semicolons to separate members of a compound sentence.

Week.

Work.

- (a) Study of paragraph: topic sentence. Model paragraph written through co-operation of teacher and pupils. Pupils compare one or two other paragraphs similar to model.
- (b) Model: description.
- (c) Exercises, like model.
- (d) Model: letter. Exercises, like model.

Second Month.

Special attention:

- (a) Words: verbs and adjectives particularly.
 - 1. Long or short.
 - 2. General or specific.
 - 3. Tenses of verbs.
- (b) Sentence.
 - 1. Variety of beginning.
- (c) Paragraph.
 - 1. Unity.
 - 2. Topic sentence.
 - 3. Plan of paragraph.

Week.

Work.

- (a) Exposition: review models of previous grades.
- (b) Exercises, like model.
 - 1. Class motto.
 - 2. Science lesson.
 - 3. Hygiene.
 - 4. Good habits.
 - 5. What I should like to do.
 - 6. What I should like to be.

- (c) Business letter.
- (d) Order for books, magazines, dry goods, etc., written in imitation of model.

Third Month.

Special attention :

- (a) Plan of paragraph.
- (b) Study of description as type of composition.

Week.

Work.

- (a) Model: description.
- (b) Exercises, like model.
- (c) Invention: dialogue.
- (d) Note for absence with request for lessons and specific directions for sending said lessons. Stamp enclosed, if answer by mail is desired.

Fourth Month.

Special attention :

(As before.)

Week.

Work.

- (a) Description: composition from outline made in class describing some place, building, object, or room, familiar to the entire class.
- (b) Continuation of (a).
- (c) Letter: without model, from outline constructed in class.
- (d) Same continued.

Fifth Month.

Special attention :

- (a) Principles of paragraphing.

Week.

Work.

- (a) Narration: model.
- (b) Exercises, like model.
- (c) Description: from outline made in class.
 - 1. Character sketch; or
 - 2. Pen pictures from nature (illustrated).

GRADE 8 B.

First Month.

Special attention :

- (a) Thorough study of paragraphing.
- (b) Such points of sentence structure as have been taken in lower grades.

Week.

Work.

- (a) News items condensed : for study of topic sentence.
- (b) Familiar letter : narration of particulars regarding new class, studies, school, etc., review important details of structure ; e. g., heading, salutation, body (paragraphs), conclusion, signature and superscription on the envelope.
- (c) Description : from outline constructed in class.

Suggested subjects :

- 1. Picture study.
- 2. Present fashions.
- 3. Landscape.
- (d) Same continued.

Second Month.

Special attention :

- (a) During the first month teachers should keep list of typical errors in sentence structure and paragraphing. Drill on this list during second month.
- (b) Study of narration as type of composition.

Week.

Work.

- (a) Narration.
- (b) Exercises, like model.
- (c) Business letter : application.
- (d) Study of narration begun.

Third Month.

Special attention :

As in previous months.

Week.

Work.

- (a) Book report: answers to definite questions and paraphrase of some narrative portion of library book.
- (b) Five-minute composition.
- (c) Business letter: order; explain reasons for putting name and address of writer on envelope.
- (d) News items condensed or used as subject-matter for composition.

Fourth Month.

Special attention:

The object of this month's work should be a thorough review and drill in all points taught in this and previous grades.

Week.

Work.

- (a) Report on home reading.
Narration (invention): story or incident for national event or holiday. Outline constructed in class.
- (b) Argument (debate): no technical teaching.
Suggested topics:
Dutch versus English.
Washington versus Lincoln.
Spring versus Autumn.
Summer versus Winter.
Peace versus War.
Pen versus Sword.
Some topic from current events.
- (c) Same continued.
- (d) Business letter: application for employment in reply to advertisement.

Fifth Month.

Special attention :
(As before.)

Work.

- (a) Exposition : study as type of composition.
 - (b) Same continued.
 - (c) Abstract : some portion of appreciative reading or of memory gem.
 - (d) Letter : drill on different forms of salutation and modes of addressing people in various positions in life.
-

The following synoptic topic is of value :

Isolated words : nouns, adjectives, verbs.

STUDY OF VOCABULARY.

Research for words :

Analogical groupings :

Enumeration of beings, things and qualities according to actual observation. Remembrance of prior observations : a Reading ; a Picture or engraving, Association of ideas ; Logical or natural classifications.

Grouping of words according to :

The identity of nature or function of grammar ; the relation of meaning ; synonyms, contraries and gradations, the Relation of origin ; family of words.

Explanation of Words :

Definitions.

Approximation.

Exactness.

Closeness and opposition of meaning.

Exercises of language on words studied :

Invention.

Simple propositions.

Phrases containing several propositions.

Transformations of Phrases:

Change of forms.

Substitution of words.

Simplifying or amplifying of terms.

STUDY OF THE PHRASE.

Study of novel Phrases, considered in point of view of
Ideas, Construction, Figures.

STUDY OF PARAGRAPH.

Composition of the Paragraph.

Connection of Ideas.

Transitions among Paragraphs.

ELOCUTION.

Recitations; explanations of pictures.

Resume of lessons, sermons.

Short explanation of topical questions.

READING.

Public Reading by the Teacher.

Individual Reading by the Pupils.